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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Fly With the Rudder

COLONEL LINDBERGH says there should be no trifling with ocean flight in a machine that is not stable. It should be possible to fly the machine with the rudder. That is the only way to relieve the strain on the pilot.

It is a terrible strain on the pilot to feel personally responsible for everything every minute. The only relief he can get is to trust the rudder to do what it is expected to do.

This is as true in education as in aviation. We repeat over and over again: "Education is aviation."

Any teacher wears out who carries the strain of her school five hours in school, the morning hours before school, and the hours after school.

Such a strain not only wears the teacher's nerves out but wears out the nerves of the children, and of the other teachers, of the principal, of the supervisors, of the superintendent, of the Board of Education, and of the community.

Lindbergh says that an indispensable factor in a pilot in the air is to have absolute faith that the rudder is doing what he expects it to do.

What is needed today everywhere with everybody all the time is a realization that the American public school is charting its course in the heavens, and can be depended upon to sail safely if it is trusted absolutely.

The only cause for anxiety is that there are some people making a thundering noise about wanting to ignore the rudder, and to use their little paddles on the side. They would wreck the machine in order to attract attention to the fact that they are paddling in the air because they once used to paddle a little canoe in a little stream.

Trust the rudder of the public school, and save the strain of everybody.

Successful School Books

WHAT will produce genuine success in the new school books that are rolling off the press as never before?

The test of the success of a Sunday edition of a great daily paper that has 150,000 words of reading matter is in having the greatest possible variety of appeals to enthusiasts. No one could

read it all, and few will read two thousand words, but there is nothing in it that is not anticipated by an intensely interested few, each of whom will talk about it before they read it and after they read it.

The success of a school book is in having pupils approach each lesson expectantly, and look back upon each lesson appreciatively. Without these two achievements a school book can never be a genuine success. The best measure of a pupil's success in class work is his reaction to the school book in anticipation and in appreciation.

Dr. John J. Tigert, president of the State University of Florida, Gainesville, is the president of rare American achievements of whom our editorial of October 22 spoke. Most of our readers recognized him from the description, but because some failed to identify the original we make this announcement.

This Is Youth's Age

RECENTLY a lad of fourteen hit the bull's eye more times than any university professor or president has ever done, more times than any crude marksman had done in twelve months.

Many cities publish each year a book of verse written by elementary school pupils much of which is nearer poetry than the teachers could write.

The greatest record we have ever known is in 1928 by a student, only nineteen years old, in a State Agricultural College. Still in his 'teens this lad keeps his college work well up. He has a pen of pure-bred swine that took first prize this year at the state fair in Washington, Oregon, and California.

He began as a youngster with a Lamb Club, and now as a college student and breeder of prize-winning swine he has a five-thousand sheep ranch, and he directs the shepherding and the shearing, the marketing of the wool and of the over stock of sheep and lambs.

He goes to the family's country home every Sunday, and has created twenty Boys' Clubs in the county inspired by his friendliness and by his famous achievement.

We hear much about boys who go to college for athletics, for fraternities, to while away time, but in every college and university there are students who achieve miracles in college life for real life.

Interesting Demonstration

WE ARE much impressed with the universal spirit of giving children a thrill in their school work.

The latest incident was in a high school class in which potatoes were boiled on two gas stoves. The potatoes were of the same size, the kettles were of the same size, with the same amount of water in each kettle.

There were two lighted burners under one and only one under the other, and the class held their watches to see how much quicker the potatoes would boil with two burners than with one. They were so amazed as to be quite shocked when they discovered that adding more burners had no effect upon the potatoes.

The public schools cannot meddle with any creed, and no creed can meddle with the public school.

Martha Berry, Prize Winner

MARTHA BERRY receives the Five Thousand Dollar Prize offered by the Pictorial Review through the decision of an especially worthy committee.

There were other very eminent candidates any one of whom under ordinary circumstances would have been worthy such recognition, but no one in America, now or ever, has had any such prominence as has the creator of the Berry schools of Rome, Georgia.

We are using in this issue an article written by the editor-in-chief in September, but its use was delayed lest it should appear to have been prompted by the prize contest.

Incidentally it is significant that this is the second of the Pictorial Review prizes that has gone to the South in these three years.

Loans to Teachers

FORTUNATELY teachers are able to be much more thrifty than on lower salaries, but there are still occasions when teachers need to borrow money, especially to carry them over the long vacation in which they are spending more than usual, and receiving no salary checks. The Mitten Bank of Philadelphia loans teachers money without collateral or endorsement as much as $1,000, if it is desired for summer educational courses, for educational travel, or because of any personal emergency. This is a great relief to a teacher who needs money, for the interest rate is only 6 per cent. Up to $200 no question is asked as to why it is desired.

The Boston part-time high school students are in school all of the time during their first year, and must make good in high school work in order to be allowed to work alternating weeks, and they must always make good in the work in school if they are to be allowed to continue in shop work alternate weeks.

American Public Schools

[*Tenth Article*]

By A. E. WINSHIP

FINALLY the public school must educate the community. Dr. L. R. Alderman hits the need of the day when he says that the slogan of "Education for all children" is wholly out of date. The present slogan must be: "Education for the parents of all the children."

If parents think in the terms of their children they will lose the respect of their children, and the greatest calamity that can befall America will be a parenthood that deliberately loses the respect of the children.

No parent expects his boys to earn as he earned as a boy, and it will be as fatal to try to have children learn as their parents did as to have them earn as their parents did.

What could be more ridiculous than to have a man try to sell gasoline by a gallon measure at a filling station, and that would be no more absurd than to have children learn anything in school as everything was learned thirty years ago.

For a farmer to cart his hay to the town hay scales is as ridiculous as to try to cultivate corn with a yoke of oxen. Any hay that is decently stacked can be weighed by throwing a tape line over it north and south, and east and west, then run the tape around it and make a few intelligent figures. Farming as anybody was farming twenty years ago is as absurd as to try to fly as Darius Green tried to fly.

Parents and children must learn together. If children try to have their parents use their education of a quarter of a century ago as children use their education of today they will make them as ridiculous as a woman in hoop skirts with no skirts below the knee.

The only way for a community to attain and retain a personality is for the public school system to educate the parents and children at the same time.

The school books of children should be enlightening to the parents, not by making parents childish, but by making children intelligent in the affairs of today.

Until within eight years illiterates were taught to read by using a Little-Red-Hen primer. Now they have primers that are enlightening and instructive, and in consequence children waste no time on the Little-Red-Hen, but from the first year in school read something worth reading.

No boy should study anything that has not the respect of his father, and no girl should study anything that has not the respect of her mother. There are First Grade Readers in hygiene that are revolutionizing the eating and sleeping and personal cleanliness of parents. There are primary arithmetics that help an unskilled laborer in a textile factory to become a skilled workman.

There is nothing in the public school that should not be focused to benefit the community in such a way that it is more anxious to have the community purchase the public school of today than any one is to sell the public school to the community.

Work

Work! Thank God for the might of it,
The ardor, the urge, the delight of it—
Work that springs from the heart's desire,
Setting the brain and the soul on fire—
Oh, what is so good as the heat of it,
And what is so glad as the beat of it,
And what is so kind as the stern command,
Challenging brain and heart and hand?
Work! Thank God for the swing of it,
For the clamoring, hammering ring of it,
Passion of labor daily hurled
On the mighty anvils of the world—
Oh, what is so fierce as the flame of it?
And what is so huge as the aim of it?
Thundering on through dearth and drought,
Calling the plan of the Maker out.
Work, the Titan; work, the friend,
Shaping the earth to a glorious end,
Draining the swamps and blasting the hills,
Doing whatever the spirit wills—
Rending a continent apart,
To answer the dream of the Master heart.
Thank God for a world where none may shirk—
Thank God for the splendor of work!

—From Los Angeles City Teachers' Club Bulletin.

Belding's Page

CAMPAIGN BY RADIO

THE educational value of radio was never more manifest than in the recent presidential campaign. Each of the major parties expended over a half-million dollars upon radio broadcasts. In fact, about one-seventh of the total campaign fund of each party was laid out upon this form of advertising.

The public had its opportunity, almost every evening, to hear some well-known speaker or one of the principal candidates. Programs often overlapped or followed one another so closely that nimble ears were required to keep the speeches sorted. Senator Borah, at one point, helped to post the radio audience upon these sudden changes. He was concluding a speech in a certain city at the precise moment when the Democratic candidate was scheduled to come on the air at another city hundreds of miles distant. The Senator said: "To my radio audience I now have the pleasure of introducing Governor Smith."

A multitude of Americans found themselves considering campaign arguments which they would never have bothered to read in their papers, if, indeed, the papers had presented them with equal fullness and fairness, which is unlikely. Whatever may be the advantages of free speech in a campaign, radio certainly yielded those advantages most completely.

GREATEST REWARD

MOST of the ones who are taught become lost to sight as years pass. But a few return to visit the school or to look up a favorite teacher. And what a thrill it gives!

During the teaching process the child's progress seemed so slow. The teacher's efforts seemed to avail so little. Or perchance the child was promising and the teacher believed strongly in him. Even so, there were many hazards, could be many slips.

Now that the boy or girl has come back—behold a miracle. The seed has brought a harvest. And for some reason the one-time pupil feels a sense of appreciation.

It is the teacher's greatest reward.

TWO-EDGED TESTING

SHE is a rather new teacher, holding a minor position in a certain department of a high school. She teaches, let us say, first year Latin. The head of the department also has a class in the same subject.

The young teacher gives her class a written test. Some of the pupils pretend not to understand the questions—and she proceeds to suggest, all too plainly, how they should be answered. To an experienced onlooker it would merely indicate that the young teacher was afraid her pupils would not score good marks in the test. Their failure to do this would be taken as proof that she had not taught them well.

Tests given to pupils are, to be sure, tests of the teacher. Nothing is harder than to make up a fair examination—unless it be, for some teachers, to face the results squarely.

OVERWORKED STUDENTS

COLLEGE students who can't keep pace with their engagements, curricular and extra-curricular, without frequently studying into the small hours of morning have undertaken more than is good for them. They should be protected from their own enthusiasms or from the pressure of varying sorts and degrees which has brought them into their difficult situation.

No system of weighing what a student can do is yet available, nor is ever likely to be. Even the student himself does not know what he can do until some day he outdoes himself in some unbelievable achievement. It is well for the young man or young woman to have an abundance of tasks, some of them calling for great exertion. But enough is enough.

A natural procrastination causes much of the studying which is done in hours stolen from sleep. But at times, and often for long stretches of time, students con over books and cudgel their brains when they ought, in mercy's name, to be put to bed.

Health officers and deans should watch for overloaded schedules and insist that the causes be removed—whether those causes be provided by faculty, by fraternity, by organized activities, by economic necessity, or by too much ambition in the breast of the student himself.

Health undermined or broken in college years is seldom recovered completely. The student does not think of this. His college must, in many instances, do this particular phase of thinking for him. It is just as necessary as to teach young boys and girls how to cross streets safely.

Anson W. Belding

Associate Editor.

Do Normal Schools Over-Stress Method?

(Discussion Continued from November 12)

W. A. BRANDENBURG
Kansas State Teachers College, Pittsburg

I AM PLEASED to make the following statement regarding your question, "Do Normal Schools over-emphasize method?"

Your article in the last issue of the Journal, "Less Lightning and More Thunder," just about hits the nail on the head. In my humble judgment we have spent too much time on method and device when our students should have had more real scholastic content in the different subjects; on the other hand, there are institutions in which teachers are being prepared for our high schools and colleges where little, if any, attention is paid to the science of education, or the art of teaching. Teachers receiving preparation in such institutions are long on scholarship, and often very short in teaching ability. They have the commodity, but lack transportation facilities. Of course, this is the other extreme. What is the happy medium?

No institution should have higher scholastic standards from the pure content side of its courses than the teachers college.

No institution should have better equipped laboratories, better libraries, more advantages, physical facilities, better educated men and women who make up faculties, than our teachers colleges. With many teachers colleges these specifications are more fully met than in many so-called Liberal Arts colleges.

In conclusion: Let the teachers college never forget that it should concern itself also with the science of education and the art of teaching. When the young man or the young woman has received a standard college education, and at the same time has been given a reasonable amount of the common-sense fundamental ideas of teaching, the children and young people of the public schools will be best served.

LESTER K. ADE
State Normal School, New Haven, Conn.

TWENTY years ago the subject most under discussion in educational circles was method. Ten years ago tests and measurements had their run. Today the chief subject of discussion is materials of instruction. Interpreting method as selection of materials of instruction suitable for children and ways of presenting such materials to them, I feel that the normal schools and teachers' colleges with which I am acquainted do not over-emphasize method.

The answer to the question under consideration is largely dependent upon the interpretation and connotation of method. When in Normal School as a student, I well remember reading a book entitled "Method in Education," by Roark, in which he spoke of method as dealing with the "how," and saying that it must necessarily deal with the "what." What we do and how we do it are so closely affiliated that it is impossible to separate them. Since it is impossible, then, to think of method without considering the subject-matter involved, I like to think of professionalized subject-matter as a combination of method and content. Furthermore, since the Normal Schools and Teachers' Colleges are professional schools for teachers, I feel that it is necessary to emphasize the importance of professional-content courses, or professionalized subject-matter in connection with the preparation of teachers.

Method, being deeply rooted in educational psychology, principles of education, and in the laboratory schools of our Normal Schools and Teachers' Colleges, is essential in a teacher preparation program. Obviously, there are many kinds of method; some good, some otherwise. Prospective teachers should be familiar with successful and approved method. Inexperienced teachers should be prepared to teach effectively even from the beginning. Knowing how to proceed right at the start, the new teacher does not need to experiment with various types of method. Hence, the way of presenting the materials of instruction is vitally important. In our Normal Schools and Teachers Colleges there is room to emphasize, but not to over-emphasize method as above interpreted. We need not less method as is inferred in the title, but more scientific method.

In the State Normal School at New Haven, Connecticut, practically all members of the staff, including representative staff members in the laboratory schools, feel decidedly that method, as we interpret it in this institution, is not over-emphasized. At New Haven I am glad to report that this is just as true in the "tool subjects" as it is in the fine arts. In other words, we are not stressing method as such, but are emphasizing that all courses, except the distinctive professional courses such as introduction to teaching, psychology, principles of education, and the like, are essentially professionalized subject-matter courses. This, we feel, is a possible solution to the age-worn discussion or dualism between subject-matter and method.

M. S. PITTMAN
Michigan State Normal College, Ypsilanti

DO NORMAL Schools over-emphasize method? Yes and no. Some of them do; some of them do not. Some of them over-emphasize certain phases of methods and do not emphasize other phases sufficiently. In my judgment, the

greatest crime of the Normal School is that it talks too much about method and does too little of it. The students hear much about but see little of method. Those teachers who talk most about it are usually the ones who do least. There is often little co-ordination between discussion and demonstration, the presentation of the abstract principles with the observation of the concrete examples.

There are certain fundamental, general principles in method which should be presented—the principles involved in the project procedure, in habit formation, in the development of generalizations, in the application of generalizations, always be made clear through the repeated observation of concrete examples.

The question implies that there should be greater emphasis on subject matter. Yes, but subject matter organized for instructional ends. The accumulation of encyclopedic subject-matter, merely, is no suitable way to supplant patch-work and half-understood method. It is merely jumping out of the frying pan into the fire. What the Normal Schools need to do is to recognize more clearly the purpose for which they were established, namely: Training teachers to teach human beings.

What does this involve?

First: An understanding of the human animal. It is he that is to be taught.

Second: With what is he to be taught? Information, physical experiences, mental and emotional reactions.

Third: How is this information to be presented? How are these physical experiences to be provided? How are these mental and emotional reactions to be produced? The answer to these questions is method.

This all means that the Normal School must teach psychology not as so many pages in a book, but as the physical, mental and spiritual biography of children; that it is not to present subject matter as merely an organized science or a body of information with reference to a particular phase of the world's accumulated knowledge, but rather as a body of information that is to serve as intellectual food for a growing mind, and the stage which the growing mind has attained must determine the organization of the subject-matter to be presented; that method is not a crazy quilt of hundreds of dissimilar pieces, but that it is a science within itself, each part of which is related on the one hand to its own basic principles and on the other to the ends which it is to serve.

The present problem of the Normal School, as I see it, is not to teach more subject-matter or more method, but it is rather to more clearly recognize what subject-matter is to be taught and what methods are to be used, and to choose the former more wisely and use the latter more skilfully.

A. C. BOWDEN
New Mexico State Teachers College

TEACHER-TRAINING institutions are rapidly outgrowing a tendency of over-emphasizing the methodological side of their efforts.

Until recently, probably within the last fifteen or twenty years, there was quite evident a lack of balance in the functions, particularly as to content and method, in normal schools throughout the country. Truly, until recently also, these institutions were not respected very greatly by the academic-minded part of our population, and there can be little doubt that much of this intellectual disrespect was caused by this over-emphasis on what the traditional college group called "fluff." It was thought that normal schools were inimical to scholarship.

There is a difference between devices and method in education. Devices which are contrivances for doing things immediately at hand were popular a decade ago. Most of the so-called busy work methods are nothing more than devices. A device has no far-reaching principles nor philosophy involved in its formulation. On the other hand, the idea of method is different. A method is a way or a road following through to a goal after an investigation on which the method has been based. It has a principle and a philosophy behind it.

In the sense of the term, device, used in place of a scientific method of doing things, normal schools probably fell more into disrepute in academic circles soon after they began to flourish and when they were strong enough to be a competitor of the Liberal Arts college. Some teacher-training institutions are not yet altogether free from the device habit. Most of such schools are now on a sound basis of method in the modern sense. This has been brought about by the change in name and status of normal schools from a two or three-year institution to a four-year, degree-granting teachers' college. This movement started roughly since the war.

One has only to tabulate courses listed in last year's catalogues from teacher-training institutions to be convinced that there is not now an over-emphasis on method. The appearance in the various curricula of the institutions of courses in content subjects, such as sociology, social psychology, physics, chemistry, geology, anthropology, philosophy, English, literature, history, economics, government, commercial law, etc., is abundant evidence of the trend of the offerings in these teacher-training institutions.

There is this difference between a teachers' college and a Liberal Arts college, for example, in the content courses. Most teachers' colleges professionalize the subject matter which they offer. They emphasize the professional side of the subject just as an engineering school in its mathe-

matical courses would stress the practical application of those parts of mathematics that pertain to the engineer's equipment. This emphasis, however, does not do violence nor invalidate the subject matter offered.

In this it is considered better to combine, somewhat, subject matter with method of presentation. However, not all normal schools hold this view. There can be no doubt that the present tendency in institutions for teachers is to emphasize subject matter with a sound methodology of presentation.

[The symposium will be continued December 10. An expression of your viewpoint is invited.]

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

VII.—THE NEW HEALING—HEALTHY-MINDEDNESS

ALMOST above every other consideration a school and society as a whole need an entire new program of health. Our present public health system is narrow, one-sided, and dominated by ignorance and superstition. This statement is not meant as an insinuation that our present medical system is to blame, or that any special class of society has intentionally conspired to bring us under bondage to archaic methods of care and treatment of disease. We are all involved in the error, and it has come upon us so slowly that we have never been exactly conscious of the fact. Whatever may have been the cause, the contention to be offered here is, that the entire healing problem should be gone into earnestly by representatives of all classes, and out of this should be brought a new course of study for the school and society.

Food and Fear.—If we may be guided by the inspired statements of some of the leading doctors of medicine in this country, we shall be justified in the definitions and articles of healing faith here to be offered. That is to say, food and fear would seem to be the primary causes of practically all diseases. Wrong diet, too much food, unbalanced menus, irregular eating and the like—these errors have tended to make us a nation of more or less chronic invalids.

Extensive inquiry has shown that very few members of the ordinary population enjoy what we understand by excellent health. Laboratory tests reveal in the ordinary individual from one to five of the familiar and common diseases. However, trace all these to their origin, and you will find that there is a serious error of diet back of nearly every ailment. Many of those who appear in the pink of health are carrying an overweight, and a great accumulation of debilitating toxic material. Many of those who are underweight are found to be engaged in a hopeless effort to build up the tissues by throwing an extra amount of food into the stomach without conditions of blood and organic life necessary for turning such food into nutriment. So, the masses are still in darkness and ignorance as to what were suitable for them to eat and drink.

Likewise, fears are found to be primary contributors to much of what we know as disease. By fears is meant adverse and disturbing conditions of the mind; and, broadly speaking, will include anxieties, repressions, angers, jealousies, and other mental perversions which have both a direct and indirect influence upon the nerves and the vital organs.

As related to diseases of the mind and body, what we have known as nerve-shock, fear-shock, shell-shock and "love-shock," are all practically one and the same thing. Each is simply an instance of the inner nervous system twisted, disarranged or thrown into some kind of tense condition through severe or abrupt mental disturbances. In all such cases, moreover, there is a more or less intense emotional connection. Sudden fear, deep anger, or an extreme emotion of jealousy on the part of a mere child often results in the fixing of a serious shock centre, or twist, in the nerves, which may remain there during the lifetime of the individual, and which may continue throughout life to be the most annoying influence in the entire character. But the annoyance never remains purely a mental affair; it slowly induces a physical correlate. After a few indulgences of extreme anger —which might easily be avoided and quite as easily be relieved permanently—the ordinary child will begin to suffer from physical derangements. There will soon appear a case of indigestion, disturbed blood-pressure or impaired heart action. Now, most certainly a system worthy of the dignity of the philosophy of education should take serious account of the general problem of health and healing. In order to handle the matter on a broad and generous scale, there should be instituted by some high central authority a representative committee of educators and practitioners, whose first duty would be to survey the field, and to make out a general scheme of management. One of the important results of this procedure would be the establishment of a system of health

education and advice under the immediate charge of non-practitioners. This would mean that the health officials should all be educators rather than doctors, healers, or their agents. This arrangement would also mean that all systems of healing legally admitted to practice, should have equal opportunity and advantage before the entire population.

Health as Instruction.—The ultimate aim of the new health regimen here proposed would mean the slow substitution of health education for what is now known as medical practice. If food and fear, as stated above, are the primary causes of practically all physical ailments; then, fasting and faith are the essential features of the logical system of prevention and cure. By fasting, broadly speaking, is meant definite changes in the selection of the food of the individual so as to bring about an improvement of both assimilation and elimination. Brought down to its lowest terms, the procedure here would lead to the establishment of a condition of healthy, life-giving elements in the blood. On the corrective side it would lead to the elimination of certain discoverable toxic materials in the blood stream.

By faith, as a counterpart of fear, is meant the setting up of healthy habits and attitudes of the secret mind. In other words, it is meant the education and the re-education of the sub-consciousness in such specific modes of instruction as will remove what we have come to know as complexes, and will establish in the place thereof what we have also come to recognize as behavior patterns.

Trained Teachers.—All the foregoing argument, if accepted, will naturally lead to a new program of teacher training. In an early chapter of this series it was argued that teachers may be taught how to approach education through the sub-conscious mind. Now, we have reached the conclusion that such a procedure will involve health instruction and healing remedies as sub-conscious mind operations. All teaching will imply both health instruction and healing. Not to the serious hurt or hindrance of those now active in practice, but by slow and easy steps those engaged in what we now know as the medical profession will disappear, as their work will have been automatically brought to a close. The manufacture of carriages was once a business of large dimensions in this country, but within less than a generation of time that business has entirely gone out of existence. Those who built carriages are now constructing automobiles, and perhaps another generation hence the same class of artisans will be constructing flying-craft.

Wherefore, the new philosophy of education will include consideration of food and fear as the primary causes of disease, and the consideration of fasting and faith as the primary healing operations. All ordinary instructors will be incidentally teachers of health, and relievers of disease. This system in turn will slowly eliminate all of what is now known as the practice of medicine, and all but a very minor part of what now goes by the name of surgery.

Changing Health Line.—The past generation has seen this great country gradually changed from a vast industry plant, with all the people laboring and perspiring day by day, into a great playground and social centre. Common industry and its consequent health-giving physical exertion are slowly fading out of existence; and, as a substitute, the masses are slowly brought more and more to enforced idleness, riding where they once did much walking, and other leisure-time occupations. Now all this inactivity of the masses means a tremendous increase in the common diseases. The people at large are consuming more food than ever before, and are exercising less. They are eating more irregularly and more irrationally than during the recent epoch of general employment, and they are, therefore, suffering from increased toxemia.

Crime and insanity are included here by implication. The larger part of the startling criminal behavior known to this present generation has been confined chiefly to youths and young men who are suffering from enforced idleness, under-exercise, overeating and drinking and the deranged mentality that must follow as a climax of this list of evils. Crime is not a matter of inheritance, but is almost purely the result of a blood stream poisoned with an overamount of food, plus an imagination poison with an overamount of indulgence in depictment of depraved human behavior. Crime is therefore a disease of both the body and the mind—of the blood and the brain—and it can be cured by removing the causes as named above.

Insanity is also a disease of food and fear in the same class with rheumatism, neurasthenia, and the like. And in the future the prevention and cure of what we now know as insanity will be included in the same program of preventative and corrective measures as has been outlined immediately above for the prevention and cure of other diseases. Cleanse the bloodstream of the insane patient through corrective diet, thus bringing about a restoration of the healing, red corpuscles; remove, through mental treatments, the early acquired complexes found to have been one of the primary causes of the mental break; and you here have practically a complete and adequate cure of all classes of dementia.

Music in Education

By HELEN N. O'CONNOR
Director of Instrumental Music, Revere, Mass.

EDUCATION in the public schools today is a truly complex affair, and it is the wise administrator who can satisfy the various agencies whose function it is to carry out his policies. Departmental specialists, freely questioning his judgment of the relative importance of subjects, clash with public opinion, which serves as a practical check against what it considers a lot of "high-falutin" nonsense. And the educator, while he admits music to be an educational essential, continues to place it at the end of his list of subjects—to be fitted in as an incidental or to be side-tracked because of the taxpayer's frowns. True, there has been gratifying progress in school music within a decade, due to the insistent and persistent efforts of a few pioneers, but there still remains before us a prodigiously long journey toward the real appreciation of music in the scheme of education and of an understanding of its cultural and disciplinary possibilities:—

A. Intellectual, demanding accuracy, concentration, self-control, discrimination, memory-training.

B. Moral, inspiring happiness, unselfishness, refinement, obedience, patience, tranquillity of mind.

C. Social, involving team-work, co-operation, loyalty, civic pride, respect for discipline.

D. Professional, assuring vocational and avocational application.

Nor is this list a complete representation of the influences of music training. Rather is it merely suggestive of music's contingency, and contact, and its contribution toward the enrichment of life. As Dr. Winship, in whose heart American education has first place, has said:—

"There is as much profit intellectually and morally and aesthetically in the study of rhythm, melody, and harmony in music, as in the languages."

On the other hand, even in these advanced days, we hear of the school administrator whose program of educational methods and scientific measurements may be highly intelligent, but who seems to have comparatively little regard for such subjects as Art and Music. He instructs his teachers to discuss a point of local interest with a class and "to use the drawing or music period"; and he complacently breaks up a class in music appreciation to accommodate a health unit. Why does he not select an English class or a typewriting or biology class? Is it that music, functioning so long as an extra-curricula activity, has not yet assumed the dignity it merits as an academic subject? Is it that the educator, thinking, and writing, and living, in terms of mathematical formulae, finds it difficult to assign music to a position that is comparable with mathematics, the languages, and the sciences? Why is the superintendent of schools so often out of patience with his director of music, and vice-versa? Their attitude towards each other reminds me of this story:—

One day in Paradise
Two angels, beaming, strolled
Along the amber walk that lies
Beside the street of gold.

At last they met and gazed
Into each other's eyes,
Then dropped their harps, amazed,
And stood in mute surprise.

And other angels came,
And as they lingered near
Heard both at once exclaim:
"Say, how did *you* get here?"

Educators, in general, make no claim to musical knowledge. Rather do they seem to glory in their ignorance of its technique, if not its beauty, and hark back to the good old days "when I was a boy." Aye! when the singin' class was hailed as a welcome respite from the three R's, and too often developed into a period of hilarity—for the pupils. Witness the dean of a well-known university, who remarked in faculty meeting some twelve years ago: "Music is not an intellectual subject; I know, because I studied music myself about twenty-five years ago!"

Much water has run under the bridge since then, and now it is only a question of time until all college entrance boards will require the examination in music to be on a par with the traditional subjects. Harvard University and Boston University have been leaders in the movement, and the report of the "Commission for the Consideration of Music as a College Entrance Subject" is but another promise of its approach. Many school systems have already foreseen this, and within five years have proceeded to build up a comprehensive system of music training in their schools. Indeed, if there is one issue upon which rests the solution of the entire problem of music in education, it is upon the proper recognition by American colleges of the validity of music as an entrance requirement, and the granting of adequate diploma credit in music in the secondary schools.

The Passing of the Recitation

By V. T. THAYER
Ethical Culture School, New York City

(*Continued from November 19*)

Individual instruction, on the other hand, concentrates upon safeguarding individual differences in *rate of progress*. It accordingly divides the work of the classroom into what Kilpatrick calls "learning stints." It insists upon the mastery of each step in this learning process, and in so doing introduces into our educational procedure the conception of thoroughness and mastery which has been badly needed. But provision for individual differences is by no means completed by providing for differences in rate of learning. Indeed, concentration upon this one respect in which pupils differ places a premium upon rushing through the subject matter of a course in such a way as to neglect the more fundamental developmental needs of the pupil. Other fundamental needs in the way of social and emotional development are ignored, or, if provided for, as in Winnetka, are rigidly divorced from progress in the tool subjects.

When we scrutinize the socialized recitation and the project method we likewise find contributions to educational method and a similar disregard for other educational considerations.

Thus the socialized recitation represents a reaction against the individual conception of democracy which has made of the school a selective institution. It is grounded upon a recognition of the fact that both the secondary school and the elementary school are now committed to the responsibility of providing for a universal education. Moreover, advocates of the socialized recitation are profoundly impressed with the complicated nature of our democratic life, with the transformations that have taken place in the community and home life of our people, and in the citizenship responsibilities of the average citizen. It senses the fact that one of the pressing needs of the present is to devise an educational procedure which will aim directly at socializing the individual and to organize the life of the school in such a way that the child will develop traits of initiative and responsibility within a group membership and in harmony with group interests.

Absorbed with the necessity for organizing work within the classroom as well as the life of the school generally in such a way as to develop citizenship traits, advocates of the socialized recitation have turned to a social psychology which contrasts with the individual psychology of Thorndike. Habits of learning and the development of knowledge are now viewed as outgrowths of group activity. Not the specific relating of a situation and response, but the social situation is now conceived to be the significant factor in learning. Consequently it is no surprise to discover that a teacher who becomes enamored with the ideals of the socialized recitation tends to neglect the direction and the training of those individual habits and skills which fundamentally determine how effectively the individual may function in a social situation. As a member of a committee seeking information to be formulated and presented to the class it is essential that a pupil develop increasingly the ability to read with accuracy and perspective, that he distinguish the essential from the unessential, and that he put the conclusions derived from several authorities together in such a way that his own ideas will find their way across a number of divergent paths. He may come to sense the need for this type of training from his group responsibilities and associations, but its acquisition and its steady growth call for individual practice and individual guidance. Moreover, unless the teacher exercises wise direction, what seems in class to be pupil direction may result in a pupil domination in which the slow or the handicapped child is subjected to unfair treatment of such a character that personality difficulties arise and serious maladjustments are fostered. That is to say, pupils are no more natively endowed than the teacher with an ability to analyze intelligently the genuine learning difficulties of the problem child or to guide and direct their own development.

The project method is a further illustration of a significant advance in education which suffers from a none too conscious formulation of its educational function. Thus it is clearly based upon the truth that we learn much more vitally and significantly when the task we are centring upon is consciously related to a larger plan. When formulated in educational terms this means that learning takes place best when given a context of meaning. The difference between school work of the project type and the usual class assignment is frequently the difference between starting on an automobile trip after a careful study of road maps which reveal interesting experiences in store for us, and embarking on a journey with an older companion who knows in detail what lies before, but who instructs us only to watch the scenery as we pass. The project thus contrasts with conventional teaching in that the child, when working on a project, sees his job as a whole and regulates each detail of his work with reference to a larger whole.

Valuable as this contribution is, however, it is necessary to select between tasks. Life is too rich in possible worthy activities for us to put the seal of approval upon activity for activity's sake. It is the responsibility of the school to select those

significant and typical situations which will prepare the child to participate effectively in later life. And here it is that the devotee of the project method frequently does violence to child life. In concentrating upon pupil purposing he fails to provide projects which will lead progressively and continuously to a higher level of growth. For pupils and teachers alike project teaching too frequently reduces itself to pursuing an uncharted course upon an uncharted sea.

Moreover, the very emphasis of the extreme advocates of the project method upon pupil purposing as against teacher planning of learning materials tends to sacrifice future growth for present interest. There is a tendency to assume that these two ends are inconsistent. On the contrary, however, their identification is one criterion of successful education. The educator must regulate present educative activity with reference to ends which may be beyond or possibly foreign to the child's present view. This does not mean, however, that these same aims cannot be organized and planned so that they will appeal directly and immediately to the child as eminently worth while.

These illustrations of present teaching methods may seem to have taken us far afield from our early reference to the discussion of educational assumptions. Our purpose in considering them in this hurried and rather superficial manner has been, however, to point the moral that we of necessity must secure our working principles in education from a variety of sources. It is important, however, that we select and use them very critically and with due regard to all of their implications. Only then can we maintain perspective and balance and utilize to the full the genuine possibilities in borrowed principles.

For example, if we were to review again the methods previously discussed, we should see that each holds forth rich suggestions in the way of procedure or rather distinct stages in a unified teaching method. This requires, however, an appreciation of the peculiar appropriateness of the principles underlying each of the methods to which we have referred. When thus critically and constructively viewed the project method is found to suggest important considerations to keep in mind when planning work and presenting school tasks. It suggests the need of introducing work to be done in the form of meaningful jobs so that the pupil will appreciate their significance and identify his purposes with them. Supervised study and individual instruction, with their emphasis upon carefully guiding and directing the work of pupils toward effective methods of procedure and mastery, are peculiarly suggestive for the working period, the second important stage of learning. And finally, the socialized recitation, in so far as it affords opportunities for pupils to join in class discussions for the purpose of formulating educational principles or new problems, and, again to co-operate in joint activities and thus develop social attitudes, sensitiveness to group standards, and the habit of regulating self-directed conduct with reference to the ideals and standards of one's fellows stresses still a third phase in the teaching process.

When teachers thus critically examine educational assumptions and the principles which underlie their work and seek to weave them into consistent patterns of practice it may well be they will also succeed in educating pupils who are competent and willing to follow that ancient injunction in Ecclesiasticus:—

"If thou seest a man of understanding, get thee betimes unto him,

"And let thy foot wear the steps of his door.

"Yet accept no person against thine own soul,

"And let not reverence for any man cause thee to fall:

"But let the counsel of thine own heart stand;

"For there is none more faithful unto thee than it.

"For a man's mind is sometime wont to bring him tidings,

"More than seven watchmen, that sit above in an high tower."

Troubles

When all the troubles in the world
  Seem settled down on you
An' you're feelin' some discouraged
  An' you're lonesome an' you're blue
Take a little look around you
  An' see if you can't find
Some other chap with trouble
  That can beat your special kind.
If you expect to float through life
  Like bubbles on a breeze,
Or like a ship go sailin'
  Over calm, untroubled seas,
Just remember that the floatin' ship
  Will watersoak and sink,
An' the bubble bumps on something
  An' goes quickly on the blink.
So try a little smilin'
  An' declare "I'm glad that I
Ain't got troubles like that feller
  Or I'd sure have cause to cry."
For with all your tribulations,
  All your worry, all your care,
You will find the Lord won't let 'em
  Hand you more than you can bear.

—Selected.

Keeping Up With Lizzie

BY ARTHUR DEAN, Sc. D.

Ever hear of a girl who is disappointed if she cannot wear a different dress to school each day, who must have a new pair of stockings every week, who insists upon wearing her best and most up-to-date shoes to school, who spends about half her waking hours talking about, thinking of and changing her clothes?

Wait a minute, folks. Just a minute. The line forms on the right. Evidently this girl's name is Legion.

Speaking for myself and me, I, as a father, would be just as upset as is the mother or teacher who writes me on this particular subject. Of course I'd like to see my daughter well dressed and attractive, and even pretty, but somehow I'd get terribly disgusted if she spent all her time and thought in decorating herself, hounding me for money for, and limiting her mind and soul to, a lot of junk.

But what can a mere man do about it except pay and pay and pay? He is lost if mother lines up with daughter. Nothing makes men rattle their newspaper more than to hear wifie and daughter talking dresses, styles, prices, and what Mrs. Brown had on, and why the lines in Mary Jink's dress clash with her particular style of architecture.

The insistent demand of the family for clothes either pinches father's pocketbook or else he has a perhaps purely masculine feeling that clothes are to be worn and not talked about, that beauty — the right of every woman, God bless her — is to be acquired subtly and privately and that just how that beauty is obtained is not a matter for community or school discussion.

A teacher might well say: "I don't object to my girls changing as often as cleanliness, temperature and occasion demand. But I do not see any good reason for them spending all their time thinking about their clothes."

True, teacher! But what a temptation it is to buy when we see beautiful things in every store window with a take-me-home look all over them; with every magazine filled with attractive women attractively dressed; with every inducement offered by merchants for the customers to purchase now and pay later.

High powered salesmanship on one hand, low powered sales resistance on the other. And papa in between. Woe is papa!

But business is business. Advertisements are written to make people buy and styles are changed to create new demands.

Nevertheless, every girl must cultivate some sales resistance. Papa's "I can't afford it," means that his pocketbook is talking and not his sense of what is good taste, good morals, good wishes. He would if he could, but he can't.

Daughters must be trained to realize that their expenditures must bear a fixed relation to the family budget. There is where a clothes allowance helps mother control daughter's sense of values. And in the school the girls must be taught that it is more important to decorate the mind than the figure.

Many parents weaken when daughter springs that old reliable persuader, "Everybody is doing it." That plea always hits fond parents where they are weak. Co-operative work by parents — especially in the smaller communities where co-operation ought to be easier — in organizing community parental resistance to late dancing hours, over-dressing and other group evils to which youth is susceptible is most helpful.

Copyright.

The Martha Berry Achievement

By A. E. WINSHIP

NOWHERE in this broad land is there anything comparable to the Berry Schools in their more than fifteen thousand acres, with their one hundred buildings, their prize-winning one hundred and fifty pure-bred Jerseys, their five hundred acres of diversified gardens, with their skilful administrator from Vermont, with their remarkable Dean who caught the spirit of Martha Berry's vision as a mountain boy in the pioneer days of the Berry School, with the six hundred lusty boys from the hillside and valley farms and their four hundred sisters who have caught the glow of today to add charm to their health and happiness.

Since 1920 the Berry Schools have ripened the green fruit of their growth and men and women of training and culture are marketing the young manhood and womanhood which Martha Berry has been harvesting for twenty-five years.

More student boys and girls entered Berry Schools this year than entered Martha Berry's School in its first twelve years, and there will be more graduates next June than in all the Junes prior to 1920. Yes, more girls wanted to enter this September, and could not for lack of room, than the sum of the total entered before 1920.

Of the thousand boys and girls on the fifteen-thousand acre campus of the Berry Schools today, there is not one who is not thankful for the opportunity to work two hours a day in order to study six hours a day. There is not one who is not proud of the opportunity to do real work every day in order to learn how to earn honest money by honest toil.

The Berry Schools are one place in America where every student *loves to work* as well as to study, where every student has a real purpose to learn how to use everything learned there for advantage when school days end.

Every student in the Berry Schools was born on a farm, did chores in house or barnyard. Now they work to know how to make every hour's work mean a better success than could have been theirs had they never supplemented home chores with intelligent skill.

But life in the Berry Schools is not drudgery. Every student must work every day and must practice music every week, and the thousand students whose living and studying costs only one hundred and fifty dollars a year, sing as gloriously as do the students where the living and studying costs more than fifteen hundred dollars a year.

Twenty-four years ago the one lone boy to complete the course in Martha Berry's school had little more than the rudiments of an education. Next June the graduates of the Junior College of the Berry Schools can enter senior college classes with no apology for having done real work two hours a day, for having attended chapel reverently every day, for having attended church more than once every Sunday, and for having recited lessons on Bible study in high school and Junior College every week. Many other women have had similar inspiration. That which does impress us with matchless wonder is the fact that Martha Berry escaped the usual by-path of fanaticism and other frailties of human nature which such a start in life frequently reveals. She has had a broader view of her message and of the mission of her demonstration each of the twenty-six years since with one assistant she taught a few boys from the mountains a few things to take back to their families on the mountains.

There has been no greater glory in Martha Berry's work than that she early, often and always, developed the confidence of hard-boiled financiers and of ultra-conservative academic leaders. At the meeting of the National Education Association next July there can be no educator from Harvard, Yale, or Princeton; from Vassar, Mount Holyoke, or Wellesley, who will have to the credit of any man or woman anything nobler or holier than the story of Martha Berry's work.

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Undergraduates

[“Undergraduates: A Study of Morale in Twenty-three American Colleges and Universities.” By R. H. Edwards, J. M. Artman, Galen M. Fisher. Cloth. 370 pages. New York: Doubleday, Doran and Company.]

THIS is the most interesting and important book that has come to our desk in 1928. There has never been anything like it. It would be foolish for anyone to criticise it, and certainly no one would think of drawing any conclusions from it.

The twenty-three institutions referred to are: Amherst, Bucknell, Chicago, Cornell, Dartmouth, Grinnell, University of Illinois, University of Kansas, Massachusetts Agricultural, Michigan, Middlebury, Mount Holyoke, Ohio Wesleyan, Pennsylvania, Princeton, Randolph-Macon, Rockford, Smith, Swarthmore, Wabash, Wellesley, Wisconsin, and Yale.

We quote a sentence or two from each section. Of environment: “The moral standards men bring to college are likely to stay by them, and if they haven't had the right kind of home training they have nothing to stabilize them when they get into temptation.”

Of athletics: “Sportsmanship in college stands for a high sense of honor, modesty, fair play and courtesy. It stoops to no petty technicalities, and refuses to twist or avoid the rules of play, or to take an unfair advantage of opponents.”

Of men and women: “The day is probably not far off when every college will have a staff of skilled persons to diagnose students in spiritual and moral as well as intellectual and physical problems.”

The chapter on the Faculty is really the most interesting. A placement bureau wrote to a college: “I think this man will do good work in spite of his Ph.D.” The president of one of the twenty-three colleges wrote: “I look over the Ph.D.'s with special care to see whether their focusing on a detailed, narrow, and sometimes meaningless research subject has made them useless as teachers.”

It is genuinely wholesome and intensely interesting.

The Bird and the Song

By JAMES W. FOLEY

A little bird sat on the limb of a tree
Saying: “Get it, go get it, go get it!”
As cheerful a birdie as a birdie could be,
With his: “Get it, go get it, go get it!”
His manner was glad and his notes clear and firm
And he said: “In the world there is many a worm,
But don't fuss and complain and wiggle and squirm,
Just get it, go get it, go get it!”

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Personal and Professional

ERASTUS HOWARD SCOTT, founder and president of Scott, Foresman & Company, after thirty-seven years of inspiring leadership died on October 3, 1928. He was universally known in the publishing profession. He was admired for his business ethics, and beloved for his manly personality. He brought the best of the spirit of the nineteenth century into the ardent professionalism of the twentieth century.

AGNES SAMUELSON, state superintendent of Iowa, has had a course of study for elementary schools of Iowa prepared by Ernest Horn, Iowa State University; superintendent, Sioux City; I. H. Hart, State Teachers College; County Superintendent Lulu B. Secrist, Linn County; and Maud McBroome, State University Elementary School, which presents a winnowed group of twenty-six subjects studied in city schools, in consolidated and rural schools. The course of study for each of the twenty-six subjects is arranged, adapted or created by a special committee. The chairmen of these special committees are from specialists in the State Institution, are city superintendents of Clinton, Maquoketa, West Union, Davenport, Clearfield, Eagle Grove; and superintendents of Mitchell County and Lyon County. On these twenty-six committees are representatives of most of the cities of the state.

ADELBERT W. GORDON, State Department of Education, Augusta, Maine, and executive secretary of the State Education Association of Maine, is one of the most constructive professional leaders of New England, and his latest creation, "Gordon's Progressive Plan Book" (Bruce Publishing Company, Milwaukee) demonstrates a keen sense of the everyday need of every progressive teacher, especially in relation to economy of time of superintendents and supervisors. Economy of effort and saving of time and effort characterize the author's every activity.

C. C. FRASER, teacher of manual training in the public schools of Grand Rapids, Michigan, is especially influential in developing industrial skill and manly aspirations in students. Mr. Fraser is one of the most inspiring writers of magazine articles, and is the author of twenty successful books. His latest books are having a great sale. They are "Heroes of the Air" and "The Story of Engineering."

JOHN G. THOMPSON, one time superintendent of Leominster, Mass., and for several years the eminently successful principal of the Fitchburg, Massachusetts, State Normal School, and now with the Gifford E. Simonds Saw and Steel Company of Fitchburg, is joint author with Mr. Simonds in an exceptionally interesting and important book on "The American Way to Prosperity," which has a captivating personal touch which is not only highly enlightening for men who would achieve great things industrially, but is intensely inspirational for young men who need just such an urge to go forward and upward. As a superintendent and principal of the Normal School Mr. Thompson was one of the most satisfactory school men on any program.

FRANK B. DYER, member of the Cincinnati Board of Education, and long-time superintendent of Cincinnati, and also of Boston, was responsible for starting Boston on one of the most important educational developments in its history—the coordination of shop work and allied academic study.

Today the part-time school is so efficient as to have boys and girls every other week get a good academic high school education while learning a good trade.

In the high school that Dr. Dyer had James C. Clark start in the Hyde Park district in 1914, the boys have earned $300,000 in the every-other-week shop work, and more than two thousand boys have been prepared for industrial positions for which they have been equipped as skilled workmen, every way as efficient as though they had devoted their entire time to learning the trade; and they have, at the same time, acquired a good high school education.

WILLIAM C. CRAWFORD, director of Boston Trade School since 1911, has been elected president of the Boston City Club, as high a socio-civic recognition as could come to a Boston principal, and his election was in the interest of the club, one of the most important in the city. Dr. Crawford has been one of the distinguished presidents of the Twentieth Century Club of Boston, and has rendered distinguished public service in many ways.

R. B. RUSSELL, Chief Justice of the Georgia Supreme Court, is chairman of the trustees of the State University and also of the Board of Trustees of the Georgia State College for Women. He has been on the State University Board for ten years and on the Woman's College Board for five years. He is the only person who has ever been on both boards at the same time. Judge Russell has the admiring confidence of all classes of citizens in the state.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Remembering

This is going to be a queer daily letter. I am going to give you five different thoughts on the subject of remembering.

Thought one: In remembering we become filled with the most marvelous power. We can destroy all space and bring close to our hand the thing that is afar off. We can rebuild with the cunning of a genie the broken castle or the bridge that spans our dreams; we can rear up a mountain and sift the snow upon its rugged top; we can people a whole valley with a new race; we can cause the sun to stand still and the moon to rise golden and beautiful in the heat and glare of noon. We can bring back our loved ones from beyond the grave; we can sow the very earth about our feet with the glory of long vanished flowers.

Thought two: In remembering we can possess ourselves of all the riches of the earth; we can open up the treasure chest of books and fill our hands with the glittering jewels that we find within; we can banish poverty and be as rich as kings.

Thought three: In remembering we can become the guardian of good; we can banish evil from our hearts; we can lift up our brother and clothe him anew in raiments that are white as wool; we can transform ourselves until the faces of our angels shine forth like the morning sun.

Thought four: In remembering we can rid ourselves of sickness and sorrow and all pain; we can live in the joys that were, smile all the old smiles and hear all the old words again; we can become as we were before the passing of the years, finding in our thoughts the fountains of eternal youth.

Thought five: In remembering we can take on wings of fire; we can clothe ourselves in the garments of our gratitude and find God in everything and everywhere.

The Law of Life

Life is one vast planting of seeds. All things that live take part in this practice of seed planting. The flower grows up and blossoms and withers away to appear no more upon the earth, but the influence of its brief day is felt a thousand years later when its children—flowers—burst open to scatter gladness before all seeing eyes. A weed towers up and overshadows a fair garden. It, too, withers and dies and casts its seed, and another garden, ten thousand years away, has planted in it a source of damage that will destroy its loveliness. An oriole swings its nest at the tip of a slim elm branch and lays an egg inside the soft swaying cup. The oriole dies, but the egg becomes the nest and the song in countless elm trees in the countless ages yet to come. A turtle crawls out of the water and hides an egg in the warm sand on a river bank. The turtle dies, but the sand of a million years from now will bear the prints of the turtles that have risen from the hidden egg.

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Such is the law of life. Since all laws have risen out of one great cause, the same rule applies to every act that any living creature does. Our words, our deeds, our thoughts, are seeds, also, bringing into being new conditions that never could have arisen among a mass of dead and broken rocks. A careless word has wrecked an empire or founded a new state; a simple gesture has led to the doing of dreadful deeds or bettered the life-conditions of the race. A solitary thought has given man wings with which to fly and the given wings have lifted up a new race to nobler heights. How beautifully the poet has expressed all this in the following lines:

EXAMPLE.

We scatter seeds with careless hand
And dream we ne'er shall see them more,
But for a thousand years
Their fruit appears,
In weeds that mar the land
Or healthful shore.

The deeds we do, the words we say,—
Into still air they seem to fleet,
We count them ever past;
But they shall last,—
In the dread judgment they
And we shall meet.

—John Keble.

The Problem

The hand that rounded Peter's dome
And groined the aisles of Christian Rome
Wrought in a sad sincerity;
Himself from God he could not free;
He builded better than he knew;—
The conscious stone to beauty grew.

—Ralph Waldo Emerson.

This little selection contains but six lines. Probably no other six lines in the whole range of literature contain as many glorious thoughts immortally expressed, or open up to the imagination such a wonderland of spiritual glory. Line four contains a mighty philosophy of life. "Himself from God he could not free." How simple is the wording of this majestic thought; how mighty is the truth that stands revealed. In life we live because of the underlying arms;—our thoughts free themselves and fly abroad upon God-given wings;—our very sins are possible because of the freedom that the Deity has given to our wills. Line five is an immortal thought that builds up hope within the breast of every one who understands it. It is not given to us to see the end of all our deeds. We can but work in faith and love, trusting that the great Architect has place for all we hew. "He builded better than he knew;—" The poor, the neglected, the apparent failure, building in obscurity and sorrow the dwelling places of the Most High. God's temples are the hearts and souls of men, whose lofty domes are often hidden from our earthly eyes. Line six will never die. It sums up the struggle of the ages to bring beauty forth upon the earth. All things are sticks and stones save as the spirit lifts them into the services of life. Man's body is indeed stone, as is a tree, a flower, a bird, made of the same invisible particles as the uplifted hills, but life has made of it a home and so the dead has blossomed into life and moved and flowered and sang, partaking of the power within; expressing it, rising up out of the dust, expanding leaves and lifting wings beating in the human breast a living heart. Thus, truly, does the "conscious stone to beauty grow."

Abide With Me

Some poetry is majestic, rising high above the common speech of man like some noble mountain peak. Only the eagles can find resting place upon its uplifted crags; some poetry is sweet and gentle like a violet half hidden under a moss-grown rock,—something to seek for and, having found, to look upon with happy heart and moistened eyes; some poetry is restless and thundering like a troubled sea. It speaks of eternal conflict and the roar of battle and the crash of worlds; some poetry is healing, coming like sweet balm full of fragrance and release from pain, smoothing the brow

like the warm hand of a friend; some poetry is like a promise coming when the need is dire, uplifting, encouraging, full of power to quiet the unrest within the soul.

"Abide With Me" is poetry of this sort. Who can tell the value of the healing in its lines? Who can understand the smallest part of the comfort it has brought to a troubled and distressed humanity?

Abide with me! Fast falls the eventide;
The darkness deepens: Lord, with me abide!
When other helpers fail, and comforts flee,
Help of the helpless, O abide with me.

* * *

I need Thy presence every passing hour.
What but Thy grace can foil the tempter's power?
Who like Thyself my guide and stay can be?
Through cloud and sunshine, O abide with me!

—Henry Francis Lyte.

Indirection

Never a daisy that grows, but a mystery guideth the growing;
Never a river that flows, but a majesty sceptres the flowing;
Never a Shakespeare that soared, but a stronger than he did enfold him,
Nor ever a prophet foretells, but a mightier seer hath foretold him.

* * *

Back of the canvas that throbs the painter is hinted and hidden;
Into the statue that breathes the soul of the sculptor is bidden;
Under the joy that is felt lies the infinite issues of feeling;
Crowning the glory revealed is the glory that crowns the revealing.

—Richard Realf.

This poem should be read often. Each line is a glory in itself, like a little garden in a great estate where blossoms fill the air with fragrant beauty. Who can read the last line without feeling a thrill of joy that he is a conscious part of the great Universe; that the glory revealed is to him; that he can understand and appreciate the glory that crowns the revealing? How noble it is to be alive; to see, to understand; to feel; to express our joy; to lift up our hearts to Him from whom we have come forth!

My Philosophy

By JAMES WHITCOMB RILEY

The signs is bad when folks commence
A-findin' fault with Providence,
And balkin' 'cause the earth don't shake
At ev'ry prancin' step they take.
No man is great tel he can see
How less than little he would be
Ef stripped to self, and stark and bare
He hung his sign out anywhere.

My doctern is to lay aside
Contensions, and be satisfied:
Jest do your best, and praise er blame
That follers that, counts jest the same.
I've allus noticed grate success
Is mixed with troubles, more or less,
And it's the man who does the best
That gits more kicks than all the rest.

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EDUCATION IN ACTION

Educational Standards Declared to Be Lower

"After the war our colleges contained twenty times as many students as the English colleges and universities," declared Henry Thomas Moore, president of Skidmore College. "With this increased influx, however, came a breakdown of our educational standards. A walrus appeared in intellectual circles with new experiments and collegiate novelties, such as junior colleges, Oxford plans and comprehensive examinations. These new ideas brought no more calls to the library desks, nor students to the laboratories; instead a greater number of students flocked to the stadia and the colleges became more than ever country clubs. European students look at our well-equipped laboratories and libraries in amazement and find them empty. Our students come to college with the attitude that they are going to receive a painless cure for all the intellectual and moral weaknesses they have acquired."

Nearly All Children In Japan Are Enrolled

The Japanese people in little more than half a century have established a complete system of public education which enrolls ninety-eight per cent. or more of children of school age, and annually keeps a considerable number of its students studying abroad, it is stated in a report on education in Japan.

Boys Are Instructed In Home Economics

More than 7,000 boys are now receiving instruction in home economics in forty-two states. In Tulsa, Oklahoma, a year of home economics is required of boys before they may graduate. The universal interest in health, keeping fit, longevity, and fine citizenship has today superseded the false notion held by some people, that home economics instruction for boys "will develop them into cooks and seamstresses." It is now recognized that boys are called upon daily to select food either at home, in the school, or in restaurants; often to buy clothing, and later in their lives to build, purchase, or rent a home and to be co-partners in the rearing of a family. The greater part of the money that boys will earn through all their lives after they become men will be spent in their homes. A proper understanding of the problems of these homes promises to be of constant practical value to them after they become men and acquire families. It is also recognized that some phases of home-economics education are needed for boys to become intelligent consumers of "economic goods" and sympathetic participators in home and family life.

300-Year-Old Pension Still Paid

A pension which dates back nearly 300 years is still being paid to Dr. Francis E. Walker, associate professor of English of the University of British Columbia. The pension originates from Charles II of England out of gratitude for a rescue from the Roundheads, in the year 1651. Dr. Walker inherits his nine pounds, five shillings, six pence from Mrs. Elizabeth Pendrell Yates. Charles was trying to make his way to France after the battle of Worcester. Charles came to the Pendrell home and Elizabeth and her five brothers hid him in a big oak tree. Charles did not forget the kindness of Elizabeth and her brothers and when he became King of England in 1660 he awarded them all annuities in perpetuity. Elizabeth's share was fifty pounds, and during the years which have elapsed since, this amount has become distributed among the succeeding members of the family, so that Dr. Walker's share is quite small. This money the doctor spends on books.

Provides for Local Educational Needs

Owners of ranches and estates, of mines, sawmills, factories, or other industrial plants in the State of Michoacan, Mexico, are required by recent law to maintain a one-teacher elementary school when as many as ten children live on the premises. For fifty or more children two teachers must be provided. In addition to the school building and necessary equipment the proprietors must furnish a room for the teacher.

Teachers Required For Philippine Schools

To fill vacancies in schools in the Philippine Islands, the United States Civil Service Commission announces open competitive examinations for specialists in agricultural and rural education, in reconstruction of school curricula, in elementary education, and in teacher training. Entrance salaries range from 6,000 to 8,000 pesos, the peso having a normal value of fifty cents. Men only are eligible for the position of specialist in agricultural and rural education. Competitors will be rated on their physical ability, education, training, and experience, and they will not be required to report in person for the educational examination. Further information may be obtained from the United States Civil Service Commission, Washington, D. C.

Says Eye Inspection Cuts Education Cost

The cost of education in New York City is going down because of the detection and elimination of eye defects of school children, according to Dr. I. H. Goldberger, director of Educational Hygiene of the Board of Education. "The promotion and conservation of child health is the obligation of every educational administration," Dr. Goldberger said. "School systems have a very decided financial concern in the health of pupils. It costs $50 a term to educate a child in New York City. The cost is higher elsewhere. Every child who repeats a term is an added financial drain on the school budget. Naturally, the physically handicapped child, especially one with defective vision, furnishes the largest number of repeaters. Detection of the child who cannot see properly will save thousands from being forced to repeat, and keep down the per capita cost of education."

Student Activities In Olden Times

The theory that the American college student of the seventeenth and eighteenth centuries was "so incurably addicted to studious piety that he found little time for play and none for dissipation" recently received a severe jolt through revelations of student habits in diaries and records now in possession of Harvard University. Brawls, hazing, wrangling with the Faculty and general disorderly conduct were more characteristic of students' behavior at that time. Among these records is an incident, recorded by one Ezra Clapp, a student at Yale in 1738, who says: "Last night some of the freshmen got six quarts of rhum and about two payls of sydar, and about eight pounds of sugar and made it into Samson, and invited every scholer in college into Churtis's room, and we made such prodigious rought that we raised the tutor, and he ordered us all to our rooms, and some went and some tarried, and they gathered again and went up to old Father Monsher's dore and drummed against

the dore and yeled and screamed so that a body would have thought they were killing dogs there." Other incidents related in Cotton Mather's diary, while a student at Harvard, show that ministers' sons began as early as 1644 to get their reputations. Mather told of an incident where two ministers' sons, students at Harvard, robbed two dwellings in the night of about fifteen pounds sterling and, being found out, were whipped by the President of the college.

Students in Paris Resent Hazing Ban

Paris students are angry at the Minister of Public Instruction, Herriot, because he issued a ukase forbidding hazing, an honored custom of schools, military academies and colleges in France. Students claim the incident which provoked the Ministerial wrath was exaggerated. A freshman at the Ecole Polytechnique had been made to walk blindfolded on the edge of a trench in the courtyard and, when he fell, was injured. Herriot, in a circular, alludes to the existence of secret societies which make a practice of student hazing of new boys and thus brutalizing them on the grounds of old customs. Herriot says he will not tolerate it. "Hardship victims make poorer students," he explained.

Jazz Barred In Cambridge Chambers

Jazz instruments have been banned at Cambridge college chambers. One of the chief diversions, especially during the Winter months, at this great English seat of learning is the making of jazz music with all the implements that have been especially invented for that fell purpose. Hitherto students living in college apartments have been able to produce all the noisy syncopations that ukuleles, banjoleles, saxophones and drums are capable of, without incurring the risk of expulsion. But now if the students want to make the welkin ring with jazz they will have to do so elsewhere than in college. The explanation for the banning of jazz instruments in the colleges is that students occupying college apartments are mostly in their last year and are supposed to be workers. Pianos, violins and other "quiet" instruments are permitted.

Opposes "Home Work" For Beginning Pupils

"Home work" for school children in the lower grades was decried by Dr. Charles W. Lyon, associate superintendent of schools, New York City, in an address at a luncheon to the Board of Education and the Board of Superintendents, given by the United Parents' Association. Dr. Lyon said that he thought the home was paramount in importance in the formation of character, and that work in that direction by parents might well be begun when the child was three years old. The associate superintendent admitted that in high school and "transition grades" home work assignments are necessary.

Sick Leaves Provided for Teachers

In some schools there is no provision whatever made for a teacher's sick leave other than the filling of her place with a substitute whom the absent teacher pays for out of her salary. On the other hand, some schools allow almost unlimited leave without deductions from salary. There are leaves granted at full pay, half pay and one-third pay; there are allowances at full pay for a certain number of days, and half pay afterwards; there is full pay for two days, five days, 10 days, 15 days, 20 days, and 60 days. Of 163 cities of more than 30,000 population reporting to the Bureau of Education, about one-half allow at least ten days' sick leave annually at full pay, and two-thirds allow at least five days. The sickness of teachers is ordinarily brief; the average number of days of all teachers on account of sickness is only about three and a half days. Many teachers have no sick leave, and very few have prolonged leave.

Schools Give Credit For Home Economics

Of local school authorities in seventy-five cities reporting on the subject, 49 state that the same credit, hour for hour, is given for home economics as for any other high-school subject. Reports from 72 cities indicate that in 30 cities home economics is a required subject for high-school girls. Of the entire enrollment of high-school girls in 67 representative cities in northern, southern and western states, during the first semester of the school year 1927-28, the average percentages taking home-economics courses were 29.7, 36.1 and 36.8 respectively. As compared with previous reports these figures show an increase in enrollment in home economics. Information concerning the home economics curriculum is given by school authorities in 69 cities. Of these, high schools in 26 cities offer four years' instruction in the subject; in seven cities, three years; in two cities, two and a half years; in ten cities, two years; in three cities, one year, and high schools in 21 cities offer different combinations of courses in home-economic subjects.

Education of Adults Aids Training of Children

Education cannot reach "all the children of all the people" unless it also reaches "all the people of all the children," L. R. Alderman, specialist in adult education for the Bureau of Education, declared in a statement urging the establishment of more evening schools. The most potent influence in the life of a child, according to Mr. Alderman, is the influence of adults upon his mental growth. He asserted that adults will attend evening schools if given an opportunity and an invitation.

Committee to Scan Propaganda in Schools

The National Education Association has announced the members of the committee of ten appointed to investigate the activities of publicity and propaganda organizations which have distributed material in schools throughout the country. The committee is headed by Edward C. Broome, superintendent of schools at Philadelphia, as chairman. The other members are Frank W. Ballou, superintendent of schools at Washington; Miss Cornelia S. Adair of Richmond, Va., first vice-president of the National Education Association; Miss Eva G. Pinkston of Dallas, president of the Department of Elementary Schools; J. Stevens Kadesch, headmaster, Medford, Mass., high school, and president of the Department of Secondary Schools; C. E. Partch, dean of Rutgers University, New Brunswick, N. J.; L. A. Pittenger, president of the Ball Teachers College, Muncie, Ind.; A. T. Allen of Raleigh, N. C., state superintendent of public schools; David A. Ward, Wilmington, Del., superintendent of schools, and Paul C. Stetson, superintendent of schools at Dayton, O.

Schoolroom Music Deterrent of Crime

Class instruction in music in all East Orange, N. J., schools both for developing the latent talents of pupils and as a crime deterrent was advocated recently by Edward Schill. "If you teach a boy to blow a saxophone," said Mr. Schill, "he'll never blow a safe." Mr. Schill believed music fundamentals were more easily learned in class than by private instruction and that music lessons in the schools would help develop youngsters unable to afford private lessons.

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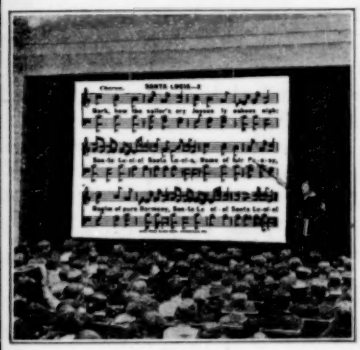

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TREND OF THE TIMES

TWENTY MILE TUNNEL is to be drilled through the solid rock 500 feet beneath the surface of New York City. It will take about six years to complete and the final cost will be about $60,000,000. This will be the second great water tunnel to serve New York. When finished it will be seventeen feet in diameter. From Hill View Reservoir in Yonkers the new tunnel will run under the Bronx, under the East River at Riker's Island, under Queens and Newtown Creek to a point in Brooklyn. This will complete a great invisible water bracket around Manhattan Island.

CORSICAN BANDITS, usually gunmen of the Chicago type, recently robbed and roughly treated passengers on a sightseeing bus. An appeal by the Corsican police, phrased in firm but courteous terms, was immediately broadcast to all bandits. It spoke of the fine old tradition of Corsican banditry, reminded the outlaws of their proud heritage, called upon them to keep unsullied their good name, and ended with a threat of action by the police if any further complaints were received.

WRONGED HUSBANDS will attend an international congress in Vienna in January, according to an anouncement by Herr Hoeberth, president of the Viennese League for the Rights of Man. The object of the congress will be to initiate a movement all over the world for combating the tyranny created by civilization by and in favor of women. Particular attention will be given to the question of alimony.

CONSTITUTIONAL debt limits which are in force in many states have "proved of little avail" in keeping down the total of public expenditure, according to a survey by the National Industrial Conference Board. Some thirty-five constitutional amendments authorizing special bond issues for purposes forbidden by the original terms of the constitutions of nineteen states were passed by these states during the last decade, the report stated. Four of the ten more heavily indebted states are in this group.

LARGEST TELESCOPE in the world, planned to provide four times the power of the great Hooker telescope on Mt. Wilson, is to be erected on a California mountain top. The cost of the instrument, with a 200-inch reflector, was not disclosed. The Hooker telescope cost $600,000. The new instrument is expected to penetrate millions of light years into space, bringing under observation hundreds of millions of now unseen stars and nebulae and opening a vast unexplored field of astronomical knowledge.

TRIAL BY JURY has been found wanting, according to Edgar Allan Poe, former attorney general of Maryland. "It should be abolished. Those who are best fitted for jury service are either exempted, excused, or challenged; in consequence, those who actually sit in judgment are untrained and generally of only average intelligence. They take their duties lightly. There is an absence of individual responsibility. The requirement of unanimity is a great advantage to the guilty."

IN RUMANIA a passenger on a train who does not care to smoke is just as rigidly excluded from a compartment "For Smokers" as is a man with a lighted cigar from a non-smokers' car. The rule is strictly enforced, and any traveler found in a smoking car without a pipe or a cigarette in his mouth, duly lighted, is compelled to pay a fine. The logic is clear enough, though its application is somewhat startling.

MARRIED WOMEN who are working just to make extra money are usually the ones most dissatisfied and are ever on the alert for a change in work, according to Malcolm Kerlin, acting chief of the United States Bureau of Efficiency. Mr. Kerlin, incidentally, believes that the "family man" and the neat "bachelor maid," both of whom are required to keep their noses to the grindstone through responsibilities, are the most efficient public servants.

FOREIGN POPULATION of Paris, in spite of the growing restrictions on immigration, has doubled in the last fifteen years. Italians form by far the most numerous class of alien residents, followed by Belgians, Russians and Poles. Both the British and American colony have remained practically the same, the former at 15,000 and the latter at 10,000, including South Americans.

The BOOK TABLE

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LUMMIS-SCHAWE HEALTH READERS. By Jessie I. Lummis and Williedell Schawe. Illustrations by Eunice Stephenson and Ellen Kettunen.
Book One: The Safety Hill of Health. Cloth. 90 pages.
Book Two: Building My House of Health. 136 pages.
Book Three: The Road of Health to Grown-Up Town.
Yonkers-on-Hudson, New York, 2126 Prairie avenue, Chicago: World Book Company.

These books are highly attractive for every child from every standpoint. The scheme of having health seeking an adventure in which everything healthful is a wise adventure and everything else a losing adventure as in Book Three is characteristic of the genius of the authors.

There is no phase of health as a successful adventure that is not skilfully emphasized in contrast with that which would be unhealthy though tempting. The language is natural and the illustrations alluring.

A PREVIEW OF TEACHING. By Warren Nevin Deum, State Teachers College, Indiana, Pennsylvania. Cloth. 338 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The book is quite unusual, as the author says it is intended to be "a basic text for a laboratory course introductory to teaching." It is a clear cut advisory book for teacher-students.

One of the interesting departures in the approach to a treatment of professional responsibilities is presenting the biological basis of education and the psychological basis of education.

In every way the treatment is so different from any other that the book deserves careful attention before a decision in selecting a book for a class is made.

A SCIENCE READER. The Book of Electricity. By Bertha Morris Parker, School of Education, University of Chicago. Cloth. Illustrated. 309 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The notable departure in this book is that it is arranged in units, written in style, and illustrated enlighteningly for silent reading by students and others. There is nothing that any pupil in the sixth, seventh and eighth grade will not fully comprehend as he reads by himself, and there are devices by which the pupil and the teacher can make sure that everything read has been understood and has impressed itself on the reader so that it will be useful.

ACCIDENT PREVENTION THROUGH EDUCATION IN THE ELEMENTARY SCHOOLS. A Manual for Teachers and Pupils. By Patrick F. Shea, safety officer, Police Department, Cambridge. Cloth. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Accident Prevention Through Education was initiated in 1916 by a manufacturing company, and in these twelve years the deaths in industrial plants have been reduced more than fifty per cent. In seven years, 1919 to 1926, there were 137,017 persons killed by automobiles in the United States, which was 17,000 more than the total casualties of the American forces in the World War. Since the Armistice, 1918, 3,500,000 persons have been injured by automobiles in the United States. Last year 23,000 were killed by automobiles in the United States, an increase of 1,000 in one year.

The schools afford the best means of preventing accidents. A teacher can accomplish one hundred times as much as the ordinary citizen. This book is of inestimable value and should be read aloud by chapters in every school.

MOTHER GOOSE MOVING PICTURES and Five Cut-Out Puzzle Pictures With Famous Old Nursery Rhymes. Book Designed by C. F. Prichard with illustrations by Stacy H. Wood. Cloth, 11 by 10 inches. New York: G. P. Putnam's Sons.

This is the most ingenious Christmas gift we have seen. It will keep the whole family busy in helping the child who receives it do what he is expected to do. A Cross-Word Puzzle is no comparison to the puzzle scheme provided for the child, who will give the family no peace till he sees each puzzle made according to directions.

WOOSTER PATRIOTIC GUIDE AND SPEAKER. Cloth. Illustrated. 320 pages. Special Day Programs. 2510 Prairie avenue, Chicago: Wooster and Company.

This is a book of a thousand selections and inspirations with adaptation to Labor Day, Constitution Day, Thrift Day, Hallowe'en Night, Election Day, Armistice Day, Arbor Day, Mothers' Day, Fathers' Day, Children's Day, Girl Scouts, Boy Scouts, and all standard "Days." There is a patriotic flavor to every selection and song, and the children are always considered.

EASY TO MAKE TOYS. By C. A. Kunou, supervisor of Manual Education, Los Angeles. Board cover. 80 pages, 12 by 9 inches. Milwaukee: Bruce Publishing Company.

Achievement in toy making is a new creation in entertainment in learning what to do and how to do it. Los Angeles is thrilling with adventures in methods and devices. C. A. Kunou is one of the chief promoters of professional adventures, and his toy books are the most captivating of his adventures, and "Easy To Make Toys" is his toy book.

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GRINS BETWEEN GRINDS

A Barnyard Illustration

"A ten-year-old boy was fuming over his composition. His father suggested that it would be easy enough if he would simply describe something he had seen.

"'That won't do,' said the boy. 'The teacher told us to use figurative language.'

"'What do you understand by that?' his father asked.

"'Oh, that's where you call a rooster a chandelier.'"—Boston Transcript.

An Old Pastry Explained

Small Boy—"What is college bred, pop?"

Pop (with son in college)—"They make college bred, my boy, from the flour of youth and the dough of old age."—West Point Pointer.

He Put Both Feet in It

The peppery colonel was letting off steam. "What is the present-day girl coming to?" he snorted to his partner. "Look at that one over there. Imagine her parents allowing her to appear in public in plus fours and an Eton crop. Attempting to copy our dress. Bah!"

"That, sir, is my daughter," replied the partner.

"Oh, sorry," said the colonel. "I didn't know you were her father."

"I'm not," replied the other, "I'm her mother."—Times of India.

His Bid for the Car

"Dad," said son, who was reading the automobile news, "do you think they ever will find a substitute for gasoline?"

"They have one now, son, and I wish you'd give it a trial."

"Huh!" retorted son. "I've never heard of it. What is it, anyway?"

"Shoe leather," retorted his dad.

Wanted Her Money's Worth

A woman visited a photographer's studio and said to the proprietor: "Do you take children's photos?"

"Yes, madam, we make a specialty of them."

"You have toys and all for them to play with while they wait?"

"Certainly, we make them feel as if they were at home."

"You give different poses to select from?"

"Yes, indeed. You'll find our service the best in town."

"How much do you charge?"

"Only $5 a dozen."

"Well," said the woman, sorrowfully, "I shall have to see you again. I've only got eleven children."—The Pathfinder.

A Footbawler

"Yes, my 'usband is laid up, a victim of football."

"But I didn't know he ever played football."

"He don't. He sprained his laranyx at the big match last Saturday."

Hospitality

Inquisitive Old Thing (anxious to call on new residents) — "You know I'm your nearest neighbor. My house is just across the stream."

Hubby—"Well, I hope you'll drop in some time when you cross this way."

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JOURNAL MAIL BAG

An Appreciation

Editor, Journal of Education:—

Dr. Winship's splendid editorials on "American Public Schools," in your valuable journal, are being read with great interest.

With an annual crime bill in the United States fifty per cent. greater than the combined net earnings of every corporation in the United States, we think it is about time to sell the American public the idea that if we can train boys and girls to become surgeons with such skill that they can successfully operate on the human heart and mechanics with such skill that they can take a bar of steel four feet long and four inches square and stretch it into a single wire thirteen thousand miles long, and can train them to understand the planets and their relationship to each other with such skill that they can tell us years and years in advance just what day and hour some star will become visible to the naked eye, there is no reason why we cannot teach them to understand and appreciate their individual relationship and personal responsibility to each other, just as free from religious implications and controversies as we teach them surgery, mechanics, and astronomy.

We always look forward to our copy of the Journal of Education, because we know there will be something in it well worth while.

Yours in service,
J. F. Wright.

311 Lincoln Building,
Detroit.

Return of American Opera

Editor, Journal of Education:—

Readers of the Journal of Education, especially those in the New England states, will be glad, I am sure, to learn that the American Opera Company is to give a second season of classic opera in English at the Colonial Theatre, Boston, November 26 to December 8, inclusive. All the favorites of last season have been retained in the cast and these have been strengthened by the addition of a number of others.

As the company is barely more than one year old it is possible that a large number of teachers are not familiar with the ideals upon which the American Opera Company is founded. First, it was organized to work toward the accomplishment of ideals which may be stated as artistic and professional, as economic, as civic and as patriotic. Second, it is not a commercial proposition; it is strictly professional. It must, however, make enough money to pay its way. Whatever it may make more than that is to be turned back into the company for its own artistic development.

Vladimir Rosing, who organized and directs the company, is convinced that the United States has a great message to give to the world through opera, and that that message will never be given until the country has opera classics in its own language.

The American Opera Company aims to give the American artist his chance. We of the United States freely spend millions of dollars annually on the musical education of our young people, yet give them no adequate opportunity to use this education after their years of study and sacrifice. We have accepted as a fact that only the foreign artists or the one educated abroad is the one who is really worth while. This is rank foolishness and it is economic and spiritual waste.

Mr. Rosing maintains that the American artist is the equal of any and cannot be surpassed in charm. Although he himself is a Russian he will have none but Americans in his company, as singers, instrumentalists, technicians and executives. He wants to see each group take its proper place in the realm of opera. Further, he sees every reason why the American teachers of music, vocal, instrumental and of opera technique, should be recognized as giving as good instruction as can be had elsewhere. He would make the United States as much a Mecca for the young aspirant as Paris, Vienna or Berlin.

If the American Opera Company is to carry its banners forward it must have the support of the public expressed in box office receipts. Is it not then, up to each one of us as educators, patriots and as cultured men and women, to do our part to enable this company to continue on its way by purchasing seats, attending performances and encouraging the performers with our applause?

Yours sincerely,
Marshall Houk.

12 T Wharf,
Boston.

Meetings To Be Held

NOVEMBER

24-28: South Dakota Education Association, N. E. Steele, 3 Perry Building, Sioux Falls; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

28, 29, 30: Virginia Education Association.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

29-30-December 1: Texas State Teachers Association, R. T. Ellis, 708 Neil P. Anderson Bldg., Fort Worth; San Antonio, Texas.

30-December 1: Association of Colleges and Secondary Schools of the Middle States and Maryland, Dr. George W. McClelland, University of Pennsylvania, Philadelphia, Pa.; Atlantic City, N. J.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association, Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

30-December 1: Florida Education Association, meets at Orlando, Fla. G. W. Marks, president, Deland, Fla. R. J. Longstreet, secretary, Daytona Beach, Fla.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

28-30: Oregon State Teachers Association, E. F. Carleton, 301 Behnke-Walker Bldg., Portland; Portland, Oregon.

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FEBRUARY.

20: Massachusetts Teachers Federation, Stanley R. Oldham, 15 Ashburton Place, Boston, Mass.

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